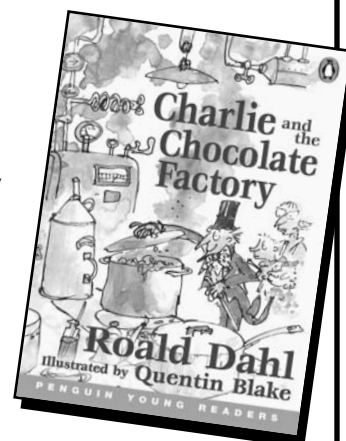


Charlie and the Chocolate Factory

Summary of the story

Charlie is a poor boy who lives with his parents and his four grandparents in a tiny house. He is very excited when he hears that there are five golden tickets to visit the nearby Willy Wonka's Chocolate factory hidden in bars of Willy Wonka chocolate. He finds some money on the pavement and buys a chocolate bar. It has the last golden ticket inside. He visits Willy Wonka's chocolate factory which is full of surprises, with his grandfather and four horrible children and their parents. At the end, Charlie becomes the winner of an unexpected prize.



About the author

Roald Dahl (1916-1990) is very famous for his children's stories. *James and the Giant Peach* (1961) and the *BFG* (1982) are among these, but *Charlie and the Chocolate Factory* (1964) is perhaps the most famous of them. You may like to visit www.roalddahl.com

About the artist

Quentin Blake is very famous for his work with Roald Dahl. He has also illustrated classic books and created some famous characters of his own: Mr Magnolia won the Kate Greenaway medal in 1988. In 1999 he was made the Children's Laureate in the UK. His book, *The Laureate's Party* (2000) contains extracts from his 50 favourite pieces of children's literature.

Topics and themes

Buildings If there is a factory near to your school it could be compared to Willy Wonka's Chocolate factory. Can pupils make up their own factory, what will they make in it?

Family How does Charlie's family compare with the pupils' own? What are the pros and cons of a large/small family? Charlie's grandpa Jo is his best friend. If the pupils went to Willy Wonka's factory, who in their family would they take and why?

Food How many different kinds of food can the pupils find in the book? The pupils could invent a

magic sweet themselves, draw it and write an adventure story about it.

Jobs At the end of the story, Charlie is chosen to take over the chocolate factory. What are the jobs at the factory? Mr Wonka, Oompa Loompas, the little animals, all had different jobs.

Senses Use the scene where Violet describes the taste of the magic chewing gum to encourage pupils to describe the taste of their favourite food. A questionnaire can be made up to find out what tastes are most/least popular.

Making use of the Reader

Descriptions. Give each pupil the name of a character and ask them to secretly write about them. Monitor the pupils individually for vocabulary questions and errors as they work. They each read out their description and the other pupils guess which character they are describing.

Miniature dramatization This activity could be a classroom project spanning several weeks and incorporating many different possibilities for language learning and communication. Pupils make finger-puppets of the characters in the story. *The Penguin Young Readers Teacher's Guide to Dramatizing Stories* can help with making the puppets. The factory may include cardboard roll chutes, a brown tissue-paper

river, an empty washing-up bottle gum machine. The pupils then work together on a script of the story. It is advisable to separate the pupils into small groups and to give them a section of the story each to work on, but this depends on the size of the class. The story can be dramatized and recorded on audio or video cassette.

Imaginative Follow-up Encourage the pupils to guess what Charlie and his family's life is like after they have taken over the chocolate factory. An oral exercise could take the form of relay storytelling: the pupils sit in a circle and the first pupil begins the story 'Augustus fell into the chocolate river...' which the next pupil takes up from there... and sank deeper and deeper, until...' and so on.



Level
3

Penguin Young Readers Factsheets

Charlie and the Chocolate Factory

Teacher's Notes

Using the accompanying audio cassette

During listening Divide the cassette into the 26 chapter breaks. Send a different pupil out of the classroom for each segment you play, explaining to the remaining pupils that they must explain

what has just happened to the absent pupil when s/he returns. Continue this way for the whole of the cassette.

Chants

Chants help pupils become familiar with the sounds and rhythm of English in a fun and meaningful way. The language in each chant recycles language from the Reader, so it is best to do activities with the chants after pupils have read the book.

Suggested procedure:

- pupils listen to the chant on cassette one or two times, clapping their hands or tapping their desks in time with the rhythm
- pupils then say the chant, verse by verse, together with the cassette, beating the rhythm as they speak, until they are familiar with the words and the rhythm
- you can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

Chant 1

Golden Tickets! Golden Tickets!
Dreaming of chocolate
Charlie loves chocolate

Augustus, Veruca
Violet and Mike
They've got tickets
Golden Tickets

What about Charlie?
Where's his ticket?
He's found a ticket!
He's found a ticket!

Chant 2

'Hooray, it's number five'
Charlie shows his ticket to Jo
'Hooray' shouts Grandpa Jo
Charlie's found the golden ticket

Where's Jo? Shouting and
jumping!
Grandma Josephine
WATCH OUT!

Chant 3

Down by the river
Oompa-Loompas
It must be chocolate
Oompa-Loompas

Mister Willy Wonka
Oompa-Loompas
Shouts to Augustus
Be careful! Be careful!

SPLASH!!! Too late

Notes on the activities in the Factsheet

Activity 1 Match the names to the pictures of the people in the story.

Activity 2 The pupils answer true/false questions.

Activity 3 The pupils describe what is happening in each picture. Encourage them to be as descriptive as possible.

Activity 4 The pupils try to remember who said the words in the bubbles, then they match them to names. As an additional exercise they can put the sentences in story order.

Answers to the activities

In the back of the Reader

1. a. Y b. Y c. N d. Y e. I don't know. f. Y.
2. Grandpa Jo, Grandma Josephine, Grandpa George, Grandma Georgina, Mr Bucket, Mrs Bucket, Charlie.
3. a. F b. F c. T d. F e. T f. F.
4. Roald Dahl wrote the story 1. River 2. Oompa Loompas 3. Glass 4. Violet 5. Golden 6. Delicious 7. Augustus 8. Charlie 9. Willy.

In the Factsheet

Activity 1

Clockwise from top: Veruca, Grandpa Jo, Willy Wonka, Charlie, Violet, Mike.

Activity 2

1. F: he has four grandparents and two parents. 2. F: he lives in a small house. 3. T. 4. F: Mike likes watching TV. 5. F: he makes chocolate and sweets, the squirrels work in the factory. 6. F: he becomes small. 7. T.

Activity 3

Answers should include some or all of the following:
Box A: Charlie is telling his grandparents that he has found the winning ticket. Grandpa Jo is shouting 'Hooray!', jumping on the bed and spilling his soup. Grandma Josephine is watching him, and moving away from the falling soup.

Box B: Veruca's father is bending down/ looking for Veruca/ looking down a hole in the ground. The squirrels are chasing him/ going to push him down the hole.

Box C: Violet is turning purple/ swelling up/ going to explode. The Oompa Loompas are pushing her/ rolling her/ taking her away.

Activity 4

In order: a. Veruca b. Mike c. Grandpa Jo d. Willy Wonka e. Violet f. Charlie.



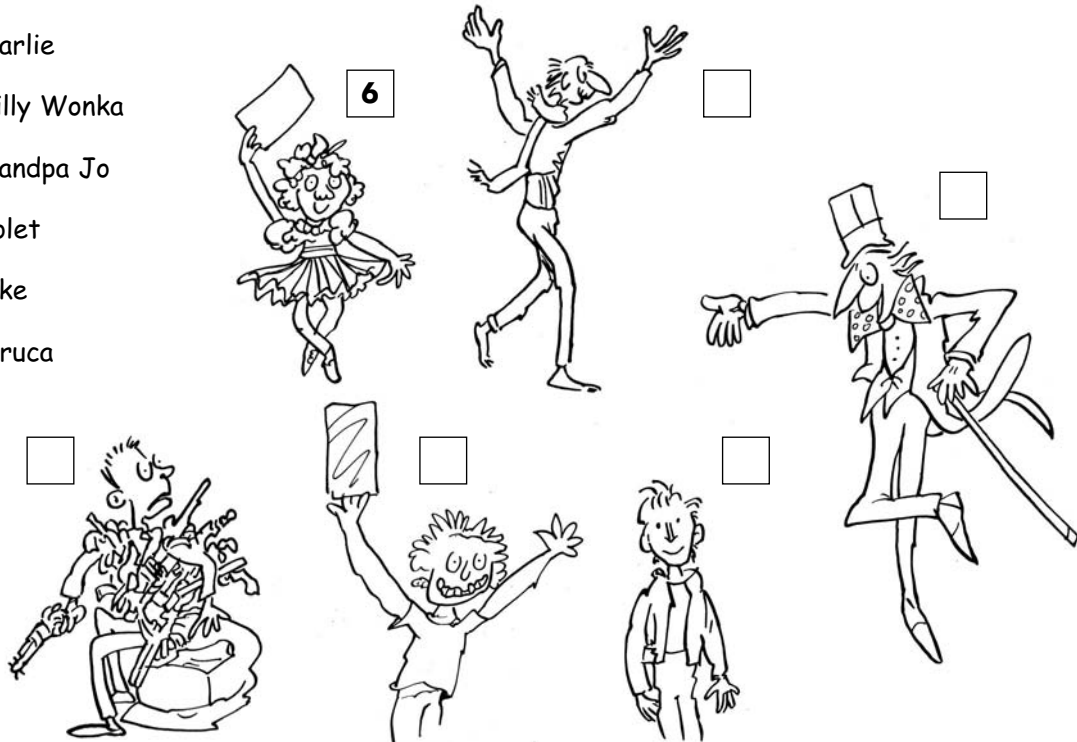
Charlie and the Chocolate Factory

Name.....

Activity 1

Who are they? Put the numbers next to the characters. The first one has been done for you.

- ☒ 1 Charlie
- ☐ 2 Willy Wonka
- ☐ 3 Grandpa Jo
- ☐ 4 Violet
- ☐ 5 Mike
- ☐ 6 Veruca



Activity 2

Answer the following questions True or False. Correct the false sentences.

- 1. Charlie has six grandparents. _____ ☐
- 2. Charlie lives on a farm. _____ ☐
- 3. Augustus is greedy. _____ ☐
- 4. Violet likes watching TV. _____ ☐
- 5. Willy Wonka makes squirrels in his factory. _____ ☐
- 6. Mike becomes very big when he goes in front of the camera. _____ ☐
- 7. Willy Wonka gives his factory to Charlie. _____ ☐



Level
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Penguin Young Readers Factsheets

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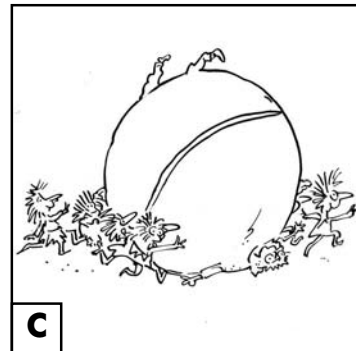
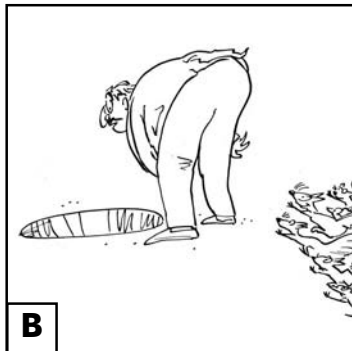
Pupils' Activities

Charlie and the Chocolate Factory

Name.....

Activity 3

Look at the pictures. Can you describe what is happening?
Use 3-5 sentences for each description.



Activity 4

Who said it? Match the sentences to the names.

a. 'Where's my Golden Ticket?'

Grandpa Jo

b. 'Go away! Can't you see I'm watching television?'

Veruca

c. 'Hooray!'

Willy Wonka

d. 'My dear children!'

Charlie

e. 'It's chewing gum!'

Mike

f. 'What have I won?'

Violet

